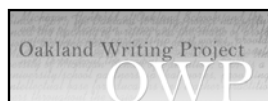


*The First 10 Days (Second Edition)*  
**Five Lessons for Test Preparation**  
**Grade 6-8**

**A Genre Study for ELA MEAP Writing**



**The First 10 Days (Second Edition)**  
**MEAP Preparation – Overview:**



**CAUTION:**  
 Test Preparation ENDS  
 10 Days PRIOR to the MEAP Test

<b>DAY</b>	<b>Writing Genre Study</b> <b>45-60 minutes</b>
<b>1</b>	<b>TEST KNOWLEDGE &amp; TEST-WRITING STRATEGY:</b> <i>Writing from Knowledge and Experience</i> 1. Read to find the key words and identify & understand the topic (theme). 2. Choose an option and identify the key words to focus the writing. 3. List to identify possible stories (content) that fit the question. 4. Plan a narrative using a sequential order.
<b>2</b>	<b>TEST WRITING STRATEGY:</b> <i>Writing from Knowledge and Experience</i> 1. Read question, options and select one. 2. Plan, organize, and write a sequenced and detailed response from start-to-finish.
<b>3</b>	<b>TEST KNOWLEDGE &amp; TEST-TAKING STRATEGY:</b> <i>Peer Response to Student Writing Sample—Multiple Choice</i> 1. Read and reread the student sample to answer the questions. 2. Read the question to understand how to choose the right answer. 3. Read all the options to eliminate wrong answers before choosing an answer. 4. Extension Lesson: Pay attention to distracters.
<b>4</b>	<b>TEST KNOWLEDGE &amp; TEST-WRITING STRATEGY:</b> <i>Peer Response to Student Writing Sample—Written Response</i> 1. Read the question to understand how to read the student sample. 2. Read the student sample to <ul style="list-style-type: none"> <li>▪ determine an answer to a question.</li> <li>▪ identify evidence to support your answer.</li> </ul> 3. Explain why your answer is correct using the technical language that writers use when they talk to each other about writing.
<b>5</b>	<b>DEBRIEFING THE TEST</b>

## Writing Genre Study: Teacher Background

*A child must have some version of, “Yes, I imagine I can do this.” And a teacher must also view the present child as competent and on that basis imagine new possibilities. Dyson 1999*

### Test Genre Overview

These lessons are designed as a test genre study at the simplest level. Test writing is a unique genre and requires students to understand how the test works, the ways they will think about writing, and how to write for two different writing tasks. Knowing how the test works and the MEAP test requirements increases confidence with test-taking.

### Two Writing Tasks

The unit positions students as knowledgeable users of skills and strategies to complete two writing tasks and to create two different writing products:

1. **Writing from Knowledge and Experience (WKE)**—Create a Meaningful Response to a Prompt
2. **Peer Response To A Student Writing Sample (PRSWS)**—Analyze and Respond to a Student Writing Sample

### Transfer of Knowledge

For students to manage a test independently, they must have prior learning that is focused on using strategies, making decisions, and reflecting (metacognition) on what works and what to change as they study test-taking. Instruction focused on independent performance increases transfer of that performance from one setting to another and from one test experience to another. This unit is based on two forms of transfer.

1. **Test preparation is revisiting.** The unit is intended to **reteach and extend** previously learned knowledge, skills, strategies, and attitudes toward test-taking and writing. As you revisit the test, you will go deeper by encouraging self-assessment and metacognition. The lessons are designed with the following expectations:
  - Students will have seen the MEAP test prior to doing the unit. Students understand the writing they do on a test is different from other kinds of school, creative, personal, or at home writing.
  - Students have previously written personal narratives as well as several other genres. They have talked about how a specific genre is like other genres and how it is unique.
  - Students have made independent decisions about content, structure, and craft as they wrote across the school year and in various genres of writing.
  - Students have explained the decisions they made or identified and explained the decisions of other writers.
2. **Tests are a genre like any other genre.** Test writing has specific organization and stylistic characteristics. As a result, test-writers, like other writers, make decisions to create a product that fits the genre they are writing.

## The Role of Metacognition

Metacognition increases independent performance. As teachers think-aloud, they develop an awareness of the power of thinking while writing. The teacher's voice models the internal voice of any writer. As a result, students develop an internal voice that acts like a coach when they are writing independently. Utilize all of these think-aloud approaches:

- **Teacher modeling** the internal exploratory process as she/he consciously writes and rereads her own writing; or as she/he consciously reads the writing of others.
- **Students noticing and naming** the strategies used in their writing, a peer's writing or the writing of a published author. Discussion of how this strategy impacts the writing is also valuable as students gain skill at noticing decisions writers use.
- **Student partnerships** who think-aloud the internal process they use as they talk to a teacher, a peer, a small group, or the whole class.

## The Role of Talk

Classrooms that talk may make the difference in test-preparation. Classrooms that talk make thinking public and visible. They create an internal voice for all learners. Imagine a classroom in which every student answered every question you asked. Now imagine what would happen to students who were so engaged with learning. Certainly, they would develop competence and confidence to perform independently.

An independent performance requires the ability to implement knowledge, skills, and strategies learned across the year and in a test-preparation unit. The day students take the MEAP test, or any test, they are alone. Their internal voice can be the voice of a critic or the voice of a coach. This coach urges, reminds, or clarifies their thinking. Do not underestimate the power of your conscious efforts to teach to engage and improve a student's internal dialogue. It is classrooms that talk that build the power of this internal coach. In fact, you can make a huge impact with explicit teaching and carefully maintained systems for discourse in your classroom. Do these things:

- **Think-aloud** using the language and processes you want students to adopt and use.
- **Turn-and-talk** during a lesson to give students a brief moment to try out or rehearse the language and processes you are modeling.
- **Confer with individuals and small groups** asking students to explain their decisions and processes. This gives them an opportunity to use the language and processes you have modeled.
- **Share at the end of a lesson** to allow students an opportunity to explain the work they accomplished and engage in conversation about the work of another student.
- **Ask open-ended questions.** Allow students an opportunity to put their decisions into spoken words. At first, they may have difficulty doing this, but with consistent teacher modeling, conferring and sharing, students will develop the language to explain their decisions, processes, and purposes.
- **Compliment students** to name the knowledge, skills, strategies, and processes they are using. The more they see themselves as users and doers, the more confident they will be as they work on individual assignments each day in your classroom as well as each time they take a test.

## The Challenge of Test Language

Teaching students test language is always a challenge; however, it is especially important for young test-takers. Even young writers can use technical language. Raising the level of the language in the classroom also raises the level of thinking. However, language up-take happens over time. Therefore, consciously build language that is **in common use in the classroom** by both students and teachers. This can be accomplished by developing a writing community in which students feel safe to take risks.

- **Create conversational moments** so that students use the language as you talk to them about their reading or writing, as they talk to you in conferences, and as they talk to each other during sharing.
  - Ask open-ended questions that allow students to explain their thinking and writing decisions.
  - Listen for what students understand about the strategies to identify a next-step teaching point.
  - Rephrase their explanations using the technical language you want to become common use. *So it seems you are planning your narrative about the **theme of cooperating with others** and as you sequence the narrative, you are finding lots of **specific details to support this theme**. Nice work. What will you do next?*
  - At first, focus on the language up-take rather than the “right” answer.
- **Use language interchangeably.** As you go through the unit think about the words you use and the “interchangeable” test language students will encounter. Avoiding vocabulary that seems difficult or too sophisticated limits a student’s ability to independently manage taking a test.
  - *Before you write today, take a moment and decide your main point or **central idea** (from WKE Checklist).*
  - *As you listen to your partner read his response, listen to answer this question: What are the important details or what **details support the theme** of the writing? The theme for this writing is cooperating with others. (from WKE Checklist) **Point to words or sentences in your partner’s paper. Use these details from your partner’s writing to support your thinking.** (from PRSWS question)*

## Key Strategies

The unit focuses on key strategies that create the biggest bump in performance and test-taking skill. Teaching too much just before a test generally does not improve scores, and it can actually lower scores because students may be overwhelmed with good advice.

However, quality writing instruction should engage students in a wider range of study with craft, genre, and process. We value a writing life in which students apply this wide range of study to authentic writing experiences throughout the year. We hope this rich writing environment includes: writing modeled by teachers and students and utilized on a daily basis in a community of writers who make independent decisions, talk about these decisions, and notice the decisions of other writers.

## Predictable Problems

As you model and write for your students predict the problems your students will encounter.

- **Write models to include the problems your students will make.** This will offer opportunities to think-aloud and to model the application of a strategy to address these problems. Model personal narratives from your childhood at about the same age as your students.
- **Write just above your student's level of performance.** It may seem difficult to write like a third grader when you are an adult. Your language is far more sophisticated. However, the closer you are to their performance, the more they will seem themselves as able to match your next-step move. As you select student samples to serve as models, look for writing that is a next-step bump in very concrete terms (*This paper has great description because the writer zooms-in and describes the baseball glove. So now, you can use the same approach.*)
- **Use oral narrative-telling to increase memory.** You know that you can remember far more details about something that happened to you five years ago, and your students do not remember what happened last night. Increase memory of events and details by oral narrative-telling: to start your day, as a transition activity after specials or before or after lunch. Ask students to tell an event that happened last night or at recess. Have them sequence it across their hand. Ask them to linger on a finger and go into detail. Eventually, ask them to bring a narrative to class in their pocket. Basically, they are recognizing that an event is worth retelling the next day in school. They will remember the sequence and the details and come ready to share.

## Acknowledgements

I wish to thank administrators and teachers who used the units and provided invaluable feedback: Ann Kopy and teachers from Roosevelt Middle School (Oak Park Schools), Amy Oak and Shari Graham from the Muskegon Intermediate School District as well as the teachers from the following districts in Muskegon County (Fruitport, Holton, Mona Shores, Montague, Muskegon, Muskegon Tech Academy, North Muskegon, Orchard View, Spring Lake, and Whitehall).

## LESSON 1      TEST KNOWLEDGE & TEST-WRITING STRATEGY

### Writing from Knowledge and Experience



**TOOLS OF THE WRITER:** In preparation for this unit, give students a two-pocket or duo-tang folder to keep the following things in one place: TEST-text (ELA MEAP Released Test 2006 appropriate for your grade level), additional questions/prompts, planning and writing. If your budget allows, copy the paper they will use for the MEAP test. Getting used to the format of this paper is important. Students need to know that they will have two pages. For some writers it requires them to think of longer pieces. For others it might mean they write smaller to fit their whole response on the pages. For a small number of students it might be getting used to the size of the lines and controlling their handwriting and spacing their words.

#### MATERIALS:

ELA MEAP Released Test 2006 appropriate for your grade level.

NOTE: The Test-text for all grade levels is the 2006 ELA MEAP Released Test. This Test-text was chosen because it is the most complete test available for test-preparation. **USE THE TEST FOR YOUR GRADE LEVEL WITH YOUR STUDENTS.**

- The 2006 ELA MEAP Released Test—Grade 7 is used as a model FOR TEACHERS throughout this lesson guide. It is the most representative of the challenges students might face.
- Because the test changes from year to year, your students need to be aware of the challenges they might face. For example, the ELA MEAP Grade 6 2006 WKE question does not have the same challenges present in the ELA MEAP Grade 6 2007 WKE question. However, students must be prepared for all the challenges in thinking, reading, and writing possible.

#### MINI-LESSON FOCUS

##### Know:

1. Writing from Knowledge and Experience uses a specific test format.
2. The test format contains key words defining the writing task and expectations of a reader.

##### Able to Do:

1. Read to find the key words and identify & understand the topic (theme).
2. Choose an option and identify the key words to focus the writing.
3. List to identify possible stories (content) that fits the question.
4. Plan a narrative using a sequential order.

**CONNECTION:** *Over the next few days, you are going to study what good test takers know so that all of you can feel confident responding to the various writing tasks on the ELA MEAP Test. Today, you will study Writing from Knowledge and Experience. You are familiar with this question and know it has a predictable format and uses key words to help you focus your writing. You also know that it presents challenges.*

**TEACHING POINT 1:** *Writers, you know the prompt always has a theme, options, and allows you to write from real life, reading, viewing or imagination. You know you will have to make a clear point that illustrates the theme and responds to the prompt. Let's review a question to refresh your memory.*

- Review the prompt with a quick “tour” and notice and name the parts and think-aloud the decisions or help these parts offer.
  - Theme
  - Explanation defines and provides insights into theme
  - Options: format tries to help students avoid writing about all the options in one response

<b>Theme</b>  <b>Explanation:</b> <i>Defines</i>  <b>Options</b> Do <b>ONLY ONE</b> <i>Bold type emphasizes choice</i>  <b>OR</b> <i>Separates the options</i>   <i>Last Option open-ended</i>	<b>31 WRITE ABOUT THE THEME: LEARNING A LESSON</b>  Sometimes people learn valuable lessons from difficult experiences.  Do <b>ONLY ONE</b> of the following:  convince readers that they can take a difficult experience and turn it into something positive  <b>OR</b>  describe a time when you or someone you know had a difficult experience but learned a valuable lesson from it  <b>OR</b>  tell about a time when someone failed to learn a valuable lesson from a difficult experience  <b>OR</b>  write about the theme in your own way.
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**TEACHING POINT 2: Each prompt has key words that offer choices and can present challenges. Paying attention to these key words will help you focus your writing.** *You know you will be writing for an adult reader. This reader is familiar with the prompt and knows what to expect. Carefully reading the prompt to identify the key words will help you plan a response to meet the expectations of an adult reader.*

- Think-aloud and model finding key words in **OPTION 1 ONLY**.
  - **Watch for connecting words: or, and, but.** These words should become red flags. They call out the parts of the question or the choices a question offers.
  - **Identify key words to focus and connect your writing.** Key words help you determine the purpose for your writing. A reader is expecting the writing to be focused around a central idea and be connected to the theme.

<b>1) Theme</b>  <b>2) Two part question</b>  <b>3) Choice in question and Two part question</b>  <b>4) Two part question</b>  <b>5) Open-ended option lacks key words</b>	<b>31 WRITE ABOUT THE THEME: LEARNING A LESSON</b> 1) Sometimes people learn valuable lessons from difficult experiences. Do <b>ONLY ONE</b> of the following:  2) convince readers that they can take a <u>difficult experience</u> and turn it into <u>something positive</u> <b>OR</b> 3) describe a time when <u>you or someone you know</u> had a <u>difficult experience</u> but <u>learned a valuable lesson</u> from it <b>OR</b> 4) tell about a time when <u>someone failed to learn a valuable lesson</u> from a <u>difficult experience</u> <b>OR</b> 5) write about the theme in your own way.
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**ACTIVE ENGAGEMENT:** *Turn to your partner and identify the key words in option 2. Look for options with more than one part and for choices. Find the key words on your own. When you have your words chosen, turn and check with your partner. When you are both ready, compare your thinking.*

- Listen to students as they share. Identify confusions.
- Use the 3<sup>rd</sup> option to clarify any lingering conclusions.
- If there are no confusions, continue with turn-and-talk and whole group processing to examine the other options.
- Discuss how students should handle the 4<sup>th</sup> option. This option is on all tests.



### **What We Know about Tests**

#### **Writing from Knowledge and Experience**

1. a theme (big idea)
2. 4 options
3. options have parts or choices
4. important words that focus the writing assignment.
5. **write about one option.**

### **Test-Writing Strategies**

1. Find the important words in the writing assignment.
2. Think of a story that fits the assignment.

## **What We Know about Tests**

### **Writing from Knowledge and Experience**


1. a theme (big idea)
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5. **write about one option.**

## **Test-Writing Strategies**

1. Find the important words in the writing assignment.
2. Think of a story that fits the assignment.

**TEACHING POINT 3:** Now decide which option you would use to write a response. Make a list of stories you could use to write. **Lists are an easy and quick way to keep track of your thinking and push it at the same time.** Making a list will help you develop ideas as well as choose the idea that is best to use.

- Think-aloud to model using a strategy that matches your student’s prior experience. Model personal narratives from your childhood at about the same age as your students. If your students have experience with listing and graphic organizers, use that approach and the Notes/Planning page. Students will have to create the graphic organizers from memory. If this is natural and useful for 80% of your students, use that approach. If your students have experience with the planning with Two Hands or you feel confident that your students will enjoy this quick and easy method, use that.
- Use option 1.
- Demonstrate “HOW” to
  1. Read the options and choose one option and underline the key words. Write the key words from the prompt to start a list.
  2. Begin brainstorming by checking your list of “pre-written or pre-told” stories.
  3. Add stories that “pop-into-your-head” as you brainstorm.
  4. Limit yourself to five stories to avoid the challenge of narrowing a long list.
  5. Model some ordinary stories, some stories that might be just-okay for the prompt, and a narrative that is a great fit. If you have a great narrative after 3 or 4 ideas, quit. You don’t need to brainstorm beyond finding the one that is the great fit.


Notes/Planning Page	Take Two Hands to the Test: The Left Hand
Write a list of stories <ul style="list-style-type: none"> <li>○ stories I have told or written before</li> <li>○ stories about me</li> <li>○ stories about people I know</li> <li>○ stories about people I have read about</li> </ul>	List stories across my fingers <ul style="list-style-type: none"> <li>▪ stories I have told or written before</li> <li>▪ stories about me</li> <li>▪ stories about people I know</li> <li>▪ stories about people I have read about</li> </ul> 

**ACTIVE ENGAGEMENT:** Now I want you to make a quick list of stories you could tell. Use option 1. Think about ordinary stories and stories that you have written before and know well. As you make the list, watch for that narrative that is the “great” fit. Remember to underline the key words to keep you focused (or write the key words at the top of the Notes/Planning page).

**SHARE:** Turn and talk with a partner. Share your list. Tell your partner which narrative is the best fit for the question. Explain why this narrative will work.

**TEACHING POINT 4:** Making a list is just a start. Now, you want to select one narrative from the list and plan that one narrative. You plan by sequencing the key actions and by adding specific details. Listing the actions of a narrative will focus your writing. Plus, you know that an adult reader is going to expect specific details. **Test-takers have found that taking time to plan before writing will increase a score.**

- Model using a think-aloud. Demonstrate “HOW” to do the following:
  1. Reread the option you chose to confirm you have all the key words
  2. Select the planning approach you feel your students will be successful with.
  3. List the actions that occurred—include actions and details in sequential order.
  4. Use transitional words to indicate the sequence and organization of your narrative.

Notes/Planning Page	Take Two Hands to the Test: The Right Hand
<p><b>Organize the narrative.</b></p> <ul style="list-style-type: none"> <li>○ List the actions in sequential order.</li> <li>○ Reread the list to determine if you have a beginning, middle and end of the narrative.</li> <li>○ Cut actions that make the narrative too big or happened before the beginning of the important part of the narrative.</li> <li>○ Cut actions that make the narrative too long or happened after the important part of the narrative.</li> <li>○ Check to see if you have more actions in the middle of the narrative.</li> <li>○ Reread and identify the specific details you might add to each action so a reader would understand what happened. What details are important for a reader to know so they will understand how your narrative connects to the theme?</li> </ul> <p>If your district uses thinking maps or other graphic organizers, your students may find a graphic organizer more effective than lists. However, remind them that they have to draw those graphic organizers themselves. They will not be able to use prepared graphic organizers.</p>	<p><b>Organize the narrative.</b></p> <p>List the key actions across your right hand. Your hand will help you select the beginning (thumb) the middle (index, middle &amp; ring finger), the end (baby finger). Notice that the middle has more actions and details than the beginning or end. Your narrative has to be focused enough to fit on your right hand.</p>  <ul style="list-style-type: none"> <li>▪ Think about what happened first. Put that action on your thumb.</li> <li>▪ Continue across your hand, using sequence words to help you organize the narrative: first, next, then, after, last. Use any combination of sequence words. A chart of sequence words is provided.</li> <li>▪ After you have the actions sequenced, go back and retell the narrative. This time linger on a finger and tell the details of each action. What actions illustrate the central idea of the narrative? What details are important for a reader to know how your narrative connects to the theme?</li> </ul>

**ACTIVE ENGAGEMENT:** *Now I want you to select one narrative from your list and expand on this narrative. Reread the option you are using and the underlined key words before you begin. Remember you are planning a focused narrative with a clear central idea that fits the question and connects to the theme.*

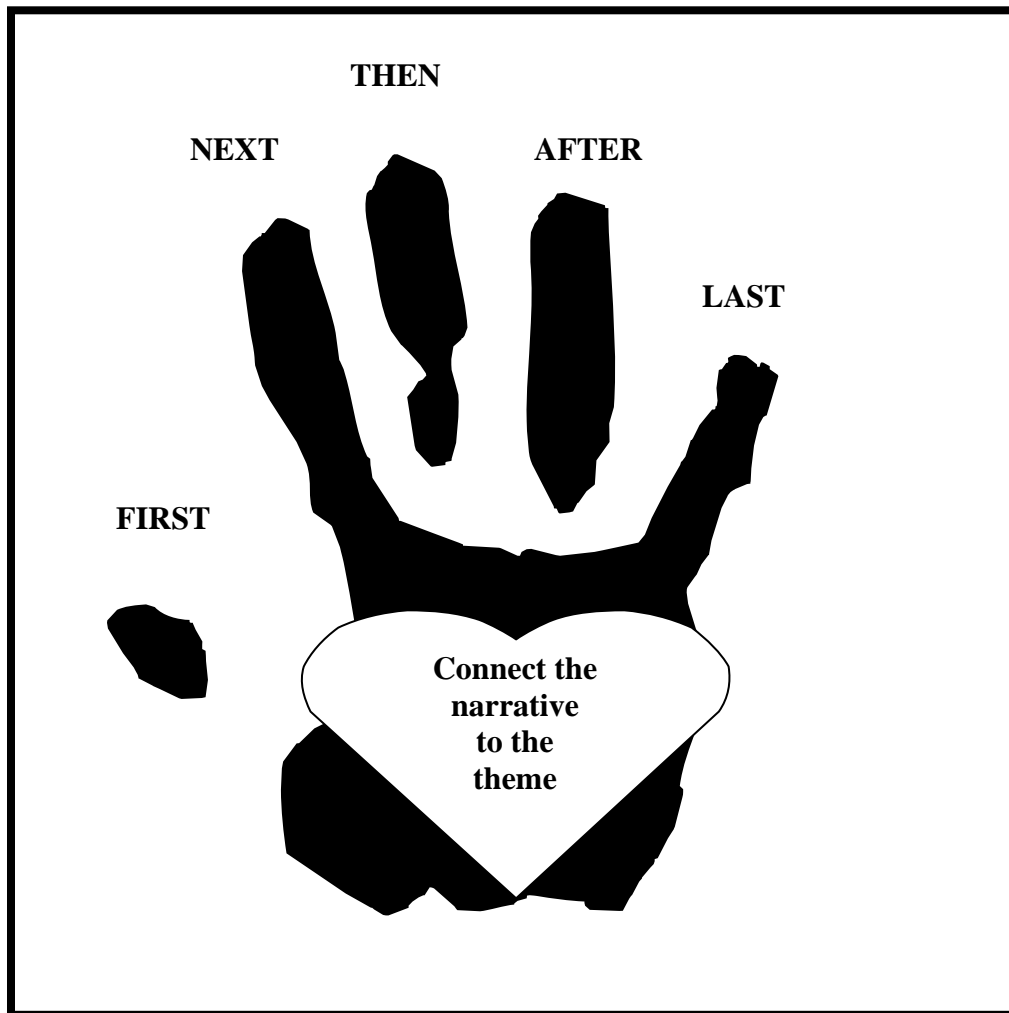
- Students will use the option you assign and work independently. You will tell them when it is time to turn and talk to share their stories and rehearse them orally. A hand-out is provided so students follow this planning process in a step-by-step way until they are familiar with it.
  1. Reread the option.
  2. Reread the list and select one narrative.
  3. List and sequence the actions that occurred to extend one narrative on the list.
  4. Retell the narrative going into details and expanding the sequenced actions in order to help a reader understand how the narrative connects to the theme.
- Have students turn and share their stories with a partner. Encourage them to use their notes as they tell the narrative or to tell the narrative across their hand moving from finger to finger as they go through the narrative.
- Ask the listener to explain how the narrative connects to the theme and point out the actions or details that make that connection.
- Select one student who will serve as a second instructional model. Share the list, the planning, and the narrative.

**SHARE:** Turn and tell your narrative to your partner. Use your notes/planning hand to remind you of the sequence, actions and details.

**NOTE: If time allows do the Teaching Point in Lesson 2.**

## Plan Across Your Right Hand

- Step 1: Select a story.** Review your list of stories you brainstormed on your left hand.
- Step 2: Reread the option.** Use the key words to decide how the story connects to the option.
- Step 3: Focus the Central Idea.** Identify how the story connects to the theme.
- Step 4: Sequence the Story.** Think about the key actions that happened. Put one key action on each finger, telling the story across your hand. Use transition words to help you sequence: first, next, then, after, and last.
- Step 5: Add details.** Linger on a finger to identify a detail or two to help show the action?
- Step 6: Use the “T” Voice.** Expand key actions that seem especially important. These actions illustrate how you felt and how the narrative fits the theme.



Transition Words and Phrases for Sequencing Personal Narratives			
at first	before	after	at last
first	next	later	last
in the first place	then	soon	finally
	in the meantime	as soon as	

## **Transitional Words and Phrases**

### **SEQUENCE WORDS**

<b>First</b>	<b>At first</b>	<b>Before I knew it</b>
<b>Second</b>	<b>Eventually</b>	<b>Later</b>
<b>Third</b>	<b>Next</b>	<b>Then</b>
<b>Last</b>	<b>Finally</b>	<b>At last</b>

#### **Other sequence words**

<b>again</b>	<b>at the same time</b>	<b>here</b>
<b>also</b>	<b>before</b>	<b>nearby</b>
<b>another</b>	<b>consequently</b>	<b>therefore</b>
<b>as a result</b>	<b>furthermore</b>	<b>in short</b>

## LESSON 2

## TEST-WRITING STRATEGY Writing from Knowledge and Experience

### MATERIALS:

ELA MEAP Released Test 2006 appropriate for your grade level.

Additional questions are included. These questions are from the Released ELA MEAP 2007.

### MINI-LESSON FOCUS

#### Know:

1. No specific genre is required. Writing from Knowledge and Experience allows writers to write stories, essays, or fiction.
2. Most options can be written using personal experience.

#### Able to Do:

1. Read question, options and select one.
2. Plan, organize, and write a sequenced and detailed response from start-to-finish.

**CONNECTION:** *Yesterday you studied a prompt for the Writing from Knowledge and Experience task on the MEAP. You understand the prompt will change in some ways, but it will be the same in many ways. Today, you will be using a strategy to help you think quickly and decide what you will write about.*

**NOTE:** Your mini-lesson is a quick reminder of the elements in a quality response. This lesson is optional based on you're the needs of your students. You want to ensure students have sufficient time to write.

**OPTIONAL TEACHING POINT:** *Let me show how to use your planning to write a narrative for a test. Remember you are telling a narrative, but you are writing for a test. Test-writing is slightly different because you must be sure your narrative answers the question and connects to the theme. You will be writing a single draft from start-to-finish. This draft is not really a first draft. Think of this as a formed start-to-finish draft. You will be doing your best writing because you will not have time to go back and revise. So write slowly, return to your planning to be sure you are putting all your good ideas into your writing and stop and reread to be sure your writing makes sense. In test-writing it is acceptable and often a good idea to begin or end by restating the question so a reader knows you are going to talk about the theme and answer a specific question. You can do this in an engaging way.*

- Share a written version of the narrative you told yesterday as you modeled the process. Read the narrative then point out the ways you used your planning to write the narrative as well as the ways you paused, reread, and wrote slowly to make sure you met the expectations of an adult reader.
- Have the following things highlighted, circled and underlined. Remind students they will brainstorm, plan, and slowly write a start-to-finish draft. This draft is more finished than a first draft because they are stopping, rereading, and revising as they write.
  - Highlight the sentence(s) that restates the question and the purpose of your narrative.
  - Circle the transitions. Transitions show the organizational pattern of the writing. (see transitions list for this lesson)
  - Underline each action. Point out and count the sentences that are connected to each action. Identify that the additional sentences add details.
- Point out the key actions you were careful to expand because you wanted a reader to understand your central idea and see how this narrative is connected to the theme.



**INDEPENDENT WRITING:** *Now, it is time to write a response. The day you take the test, you will have approximately 50 minutes to plan and write. Although you did your planning yesterday, remember, do not rush into writing the day you take this test. So today, take 5-7 minutes to review your plan. I will tell you when to begin writing. Remember you are writing a formed draft. So write slowly, pause, reread, and be sure you are inserting the actions and details that will help a reader understand your writing.*

- Depending on time, you may elect to have students write the narrative they just rehearsed orally or use option 2 and start a new narrative that they will now have to plan and write. **The test time-frame is 50 minutes. You need at least 40 minutes to have a productive writing period.** For many students this is a long time to write.
- You may elect to let students choose option 1 and write the narrative they just told yesterday or challenge themselves and start a new narrative with option 2 or 3. If they write a new narrative, they need additional planning time. High needs students will benefit from writing a narrative they know and have rehearsed.
- Remind students to use the charts to help with their PLAN and WRITE Process.

## CREATE: PLAN AND WRITE CHARTS



### Brainstorm Lists

- Stories I have told or written before
- Stories about me
- Stories about people I know
- Stories about people I've read about

### Plan

- Sequence actions of a focused narrative
- Expand each action with details
- Use details that connect the narrative to the theme

### Write

- Use your planning to write a formed draft.
- State the purpose.
- Use transitions to connect and sequence the narrative.
- Write several sentences on each action.

## **PLAN AND WRITE CHART**

### **Brainstorm Lists**

- **Stories I have told or written before**
- **Stories about me**
- **Stories about people I know**
- **Stories about people I've read about**

### **Plan a Narrative**

- **Sequence actions of a focused narrative.**
- **Expand each action with details.**
- **Use details that connect the narrative to the theme.**

### **WRITE**

- **Use your planning to write a formed draft.**
- **State the purpose.**
- **Use transitions to connect and sequence the narrative.**
- **Write several sentences on each action.**

# **PLAN AND WRITE CHART**

## **Brainstorm Lists**



- **Stories I have told or written before**
- **Stories about me**
- **Stories about people I know**
- **Stories about people I've read about**

## **Plan a Narrative**



- **Sequence actions of a focused narrative**
- **Expand each action with details**
- **Use details that connect the narrative to the theme**

## **WRITE**

- **Use your planning to write.**
- **State the purpose.**
- **Use transitions to connect and sequence the narrative.**
- **Write several sentences on each action.**

## WRITING FROM KNOWLEDGE AND EXPERIENCE

### 1 WRITE ABOUT THE THEME: MAKING CHANGES

Sometimes we need to make changes in our lives. At times, we choose to make changes. Other times, the changes are made for us. Changes can have good or bad results.

Do **ONLY ONE** of the following:

describe an important change you or someone you know has made, and its result

**OR**

tell about a time a change in your life was not your choice, but it turned out okay

**OR**

write a response in which you persuade someone to make a change

**OR**

write about the theme in your own way.

## LESSON 3                      TEST KNOWLEDGE & TEST-TAKING STRATEGY

### Peer Response to the Student Writing: Multiple Choice

#### MATERIALS:

#### MATERIALS:

#### Teaching Point 1: Test Format and reading test question strategies/process:

- ELA MEAP Peer Response to Student Writing Sample Released Test 2006
- ELA MEAP Peer Response to the Student Writing Released Test (adjusted)—2007. The test format changed from 2006 to 2007.

#### Teaching Point 2: Study of test format and writing multiple choice test questions:

- ELA MEAP Peer Response to Student Writing Sample Released Test descriptors—2007.

#### MINI-LESSON FOCUS

##### Know:

1. The multiple choice for writing has two types of questions about a student sample.
2. Like all multiple choice questions. There is one right answer.
3. Sometimes you have to reread the student sample.

##### Able to Do:

1. Read and reread the student sample to answer the questions.
2. Read the question to understand how to choose the right answer.
3. Read all the options to eliminate wrong answers before choosing an answer.

#### **BEFORE DOING LESSON 3,**

**Do Lesson 3 in Six Lessons for MEAP Preparation Grades 6-8:  
A Genre Study for the ELA MEAP Reading.**

**Because there are limited test questions available for instruction and practice, teach multiple choice test question strategies prior to introducing students to the multiple choice questions for writing.**

- Teach the strategies for managing the MEAP Reading multiple choice test.
- Teach them four things about choosing an answer that works across most multiple choice tests.
  1. One answer is right.
  2. Test questions are written in test language. Know the language writers use to talk about writing.
  3. Read all the options.
  4. Use the process of elimination to choose an answer.
    - There are two options that are definitely wrong.
    - There is usually one option that may seem right but it is still wrong.

Think aloud to show them how to answer multiple-choice questions. Have students explain their thinking whenever they answer multiple choice questions. Student thinking may not always sound logical at first; however, as they practice explaining how they find a multiple-choice answer, they also become more competent and confident readers of multiple-choice questions.

**CONNECTION:** *You have learned test reading strategies and question-answering strategies when you worked with \_\_\_\_\_ (whatever materials you have used previously) or the unit of study for the Reading portion of the MEAP test. Today you will study the format of the multiple choice questions about a student writing sample. I will show you how to read and answer these questions.*

**TEACHING POINT 1:** *Read the student sample before starting the multiple choice test. You will read this twice. The first time, you will read it to prepare for the multiple choices questions.*

*You will read it to get the gist and become familiar with the topic and genre of the sample. You will also pay attention to the writer's central idea, purpose and the details the writer uses to support the central idea. Sometimes it helps to write notes in the margin so you can remember the narrative. Later you will read it a second time and highlight or underline it for specific details.*

- Read and model finding the topic and genre.
- Ask students to read the sample alone and find a few key details and the central idea.
- Debrief and discuss where students found the central idea.

**Grade 7—ELA Released Test 2006**

<b>FIRST READING</b> <b>Get the Gist</b>	<b>REVISING AND EDITING THE STUDENT WRITING SAMPLE</b>
<p><b>Topic:</b> a girl helps her grandpa</p> <p><b>Genre:</b> personal narrative</p> <p><b>Details:</b> Lindsey has difficulty lifting boxes. She has some problems, but she gets the work accomplished.</p> <p><b>Central Idea:</b> It feels good to work hard and survive a hard job.</p>	<p><b>DIRECTIONS:</b> Read the student writing sample below. Then answer the questions that follow. Choose the <i>best</i> answer for each question. You may look back at the student writing sample as often as needed.</p> <p>It was the middle of the afternoon. It was in the summer. Lindsey was at her Grandpa's house. Normally on summer afternoons when she was at her grandpa's house, he would be cleaning up. But today he wasn't cleaning up.</p> <p>Lindsey asked, "Why aren't you cleaning up, Grandpa?" "I have a sore back, and I can't lift heavy boxes or walk at all," he replied.</p> <p>When Lindsey looked at him, he said "You can help me by carrying these three heavy boxes to the shed." A smile came to her face when he said the words "help me."</p> <p>Lindsey hurried down the basement steps, almost breaking her neck, and grabbed a heavy box. The box clung to the floor as she tried to lift it. The box was almost as big as she was, and she couldn't hardly carry it. She rushed to the shed and set the box down inside. She saw lots of tools and fishing poles hanging from hooks on the walls.</p> <p>When Lindsey rushed to the basement to grab another box, her grandpa scolded her for rushing. So she grabbed the next box. It was twice as heavier, and taller than the last one. As she tried to pick up the box, she fell to the floor. Everything fell to the floor making a big mess. She thought, "Oh, no. I'm in trouble."</p> <p>She laid on the basement floor for a moment. Then she got back on her feet to clean up. It took her about five minutes to clean up. Once again she lifted the heavy box, thinking that now she knew why her grandpa's back was sore.</p> <p>Finally Lindsey carried out the last box, she rushed to her grandpa saying that her back hurt. He acted like he didn't hear her and said, "You did an amazing job!"</p> <p>She thanked him for the compliment as she wiped the sweat off her face. He gave her a high-five and thanked her for helping him with the boxes. When Lindsey said that he could call her any time for help, he gave her a hug.</p> <p>The rest of the afternoon Lindsey felt good from having gotten all that exercise. She felt like a winner—someone who can survive a hard job!</p>

**TEACHING POINT 2:** *Reading and answering multiple choice questions requires all of your attention. Plus, you know a lot about how to manage this type of question. Like the reading questions, each multiple-choice question in the student writing samples has a right answer. Your job is to read the question, read all the options, and decide which answer is the best. There are two types of questions: questions about the writing and questions about errors in the writing. Understanding the question will help you find the right answer.*

**INTERACTIVE TEACHING:** Do the following to build awareness in a direct-instructional think-aloud.

1. Model the thinking to manage a question.
  - **Understand the question.**
  - **Read all the options.**
  - **Ask where the answer is located? Reread the student sample, if necessary.**
  - **Eliminate the wrong answers.**
  - **Fill-in the bubble completely.**

2. Model your thinking on the two types of questions.
3. Ask students to silently take the remaining questions using the strategy you modeled.
4. Debrief their thinking and clarify the strategy.



#### Test Knowledge—Distracters

1. The right answer is placed in different options: A or B or C.
2. **The Almost Right Answer:** Wrong answers may sound right.
3. **Right Fact/Wrong Answer:**
  - Wrong answers may use information from the student sample, but they are still wrong.
  - Wrong answers may have corrections that do not fix the error.

#### Multiple Choice Test Strategies

1. There is one right answer.
2. Read the question to understand what you have to do to pick the right answer.
3. **Right There Answers:** Sometimes the answer is in the sample. Reread the sample.
4. **Process of Elimination:**
  - Read all the options before you pick an answer.
  - Eliminate wrong answers.

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4. **Process of Elimination:**
  - Read all the options before you pick an answer.
  - Eliminate wrong answers.

## REVISING AND EDITING THE STUDENT WRITING SAMPLE

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

It was the middle of the afternoon. It was in the summer. Lindsey was at her Grandpa's house. Normally on summer afternoons when she was at her grandpa's house, he would be cleaning up. But today he wasn't cleaning up.

Lindsey asked, "Why aren't you cleaning up, Grandpa?" "I have a sore back, and I can't lift heavy boxes or walk at all," he replied.

When Lindsey looked at him, he said "You can help me by carrying these three heavy boxes to the shed." A smile came to her face when he said the words "help me."

Lindsey hurried down the basement steps, almost breaking her neck, and grabbed a heavy box. The box clung to the floor as she tried to lift it. The box was almost as big as she was, and she couldn't hardly carry it. She rushed to the shed and set the box down inside. She saw lots of tools and fishing poles hanging from hooks on the walls.

When Lindsey rushed to the basement to grab another box, her grandpa scolded her for rushing. So she grabbed the next box. It was twice as heavier, and taller than the last one. As she tried to pick up the box, she fell to the floor. Everything fell to the floor making a big mess. She thought, "Oh, no. I'm in trouble."

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She thanked him for the compliment as she wiped the sweat off her face. He gave her a high-five and thanked her for helping him with the boxes. When Lindsey said that he could call her any time for help, he gave her a hug.

The rest of the afternoon Lindsey felt good from having gotten all that exercise. She felt like a winner—someone who can survive a hard job!

## Question about Writing

### Questions 32–36

- 32 The writer *most likely* wrote the selection to
- A persuade readers to exercise.
  - B show how easy solving a problem can be.
  - C discuss the correct way to lift heavy boxes.
  - D tell readers an inspiring story.

#### **What type of question?**

About the writing: I need to know the writer's purpose.

#### **Read all the options. Eliminate options.**

*Most likely* suggests I am picking the best answer. Some answers will sound right. Although "B" sounds right, "D" might be the right answer. I will look for the writer's purpose when I reread.

#### **Where is the answer located? Reread the student sample?**

Yes. Purpose is usually at the beginning or end of a narrative. The last sentence suggests the writer is trying to inspire us that working hard is worth it. So "D" is the right answer. Plus, the details show it was not easy to clean the basement. So "B" is not the right answer.

## Question about an Error

**33** What should be done to correct the punctuation in the sentence below?

"I have a sore back, and I can't lift heavy boxes or walk at all." he replied.

- A** Change *he* to *He*.
- B** Replace the period after *all* with a comma.
- C** Add closing quotation marks after *replied*.
- D** It is correct.

### What type of question?

About errors in the writing: I need to look for incorrect punctuation.

### Read all the options. Eliminate options.

- "A" does not correct punctuation. So it is "B," "C," or "D." "B" and "C" are about punctuation errors with quotations.
- "B" seems right because the speaker tag comes after the quote and so a comma is the correct punctuation. That makes "D" wrong because the punctuation is not correct.
- "C" is wrong because the closing quotations always go at the end of the quote. Replied is the speaker tag and not part of the quote.
- "D" suggests that the punctuation may be correct. But I don't think that is right. Let me eliminate options and go back to "B" that seemed right.

### Where is the answer located? Reread the student sample?

No. I am looking just at this sentence.

**Note: The test format for questions about errors changed in the 2007 Test.**

### **Question 33 above in 2007 Test Format**

Read the sentence below.

“I have a sore back, and I can’t lift heavy boxes or walk at all.” he replied.

Which is the best way to fix or edit this sentence?

- A “I have a sore back, and I can’t lift heavy boxes or walk at all.” He replied.
- B “I have a sore back, and I can’t lift heavy boxes or walk at all,” he replied.
- C “I have a sore back, and I can’t lift heavy boxes or walk at all.” he replied.”
- D “I have a sore back. And I can’t lift heavy boxes or walk at all.” he replied.

- |  |
|--|
| <ul style="list-style-type: none"><li>A punctuation error and capitalization error</li><li>B correct</li><li>C punctuation error (,) and punctuation error (”)</li><li>D correction that is not wrong but not the “best” way and punctuation error (.)</li></ul> |
|--|

## Answers to Multiple Choice Questions

### GRADE 6

#### ELA MEAP Writing—2006

	Answer	GLCE	Description
32	A	W.PR.05.02	Use or ID a variety of drafting strategies
33	D	W.PR.05.01	Consider audience and purpose for writing
34	D	W.GR.05.01	Write with or ID correct grammar and usage
35	A	W.PR.05.04	Identify peer's text needing improved organization
36	B	W.PR.05.01	Consider audience and purpose for writing

#### ELA MEAP Writing—2007

	Answer	GLCE	Description
2	D	W.PR.05.01	Consider audience and purpose for writing
3	B	W.PS.05.01	ID/exhibit style/voice to enhance written message
4	B	W.GR.05.01	Write with or ID correct grammar and usage
5	C	W.PS.05.01	ID/exhibit style/voice to enhance written message
6	A	W.SP.05.01	Spell correctly freq./less freq. encountered words
7	A	W.GR.05.01	Write with or ID correct grammar and usage
8	A	W.PR.05.04	Identify peer's text needing improved organization
9	D	W.PR.05.01	Consider audience and purpose for writing
10	B	W.GR.05.01	Write with or ID correct grammar and usage
11	D	W.GR.05.01	Write with or ID correct grammar and usage

### GRADE 7

#### ELA MEAP Writing—2006

	Answer	GLCE	Description
32	D	W.PR.06.01	Consider audience and purpose for writing
33	B	W.GR.06.01	Write with or ID correct grammar and usage
34	D	W.SP.06.01	Spell frequently misspelled words correctly
35	C	W.PR.06.05	Proofread and edit writing
36	A	W.PR.06.05	Proofread and edit writing

#### ELA MEAP Writing—2007

	Answer	GLCE	Description
2	B	W.PR.06.02	Apply or ID a variety of pre-writing strategies
3	C	W.SP.06.01	Spell frequently misspelled words correctly
4	D	W.GR.06.01	Write with or ID correct grammar and usage
5	C	W.SP.06.01	Spell frequently misspelled words correctly
6	C	W.PS.06.01	ID/exhibit style/voice to enhance written message
7	B	W.GR.06.01	Write with or ID correct grammar and usage
8	A	W.PS.06.01	ID/exhibit style/voice to enhance written message

9	A	W.PR.06.03	Revise drafts for clarity, coherence and consistency
10	D	W.GR.06.01	Write with or ID correct grammar and usage
11	A	W.GR.06.01	Write with or ID correct grammar and usage

## **GRADE 8**

### **ELA MEAP Writing—2006**

	<b>Answer</b>	<b>GLCE</b>	<b>Description</b>
32	C	W.GR.07.01	Write with or ID correct grammar and usage
33	A	W.SP.07.01	Correctly spell or ID derivatives of bases/affixes
34	C	W.GR.07.01	Write with or ID correct grammar and usage
35	B	W.GN.07.01	Produce writing with or ID genre characteristics
36	D	W.PR.07.04	Use or ID titles/leads/endings for purpose/audiences

### **ELA MEAP Writing—2007**

	<b>Answer</b>	<b>GLCE</b>	<b>Description</b>
2	B	W.GR.07.01	Write with or ID correct grammar and usage
3	D	W.GR.07.01	Write with or ID correct grammar and usage
4	C	W.GR.07.01	Write with or ID correct grammar and usage
5	A	W.GR.07.01	Write with or ID correct grammar and usage
6	D	W.PR.07.01	Set or ID purpose and/or consider audience
7	A	W.GR.07.01	Write with or ID correct grammar and usage
8	D	W.PR.07.03	Revise to show diff. perspectives/multiple purpose
9	C	W.PR.07.03	Revise to show diff. perspectives/multiple purpose
10	C	W.GR.07.01	Write with or ID correct grammar and usage
11	B	W.GR.07.01	Write with or ID correct grammar and usage

**Supplemental Writing Multiple Choice: Grade 6: Additional Multiple Choice Question Practice from Released ELA MEAP 2007**

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

**Student Writing Sample #2**

I'm choosing summer because its my favorite season. I always go swimming with my friends. I bring out my boat and we go all over the pool with it. It's really fun.

Sometimes we go to cookouts or we have cookouts. When we have cookouts we have hambargers, fries, chip, and hotdogs. Then we take a swim and play.

My friends and me always go skating. We go around the block and down the biggest hill in the street. I'd never fallen in my life.

Then we go bike riding around the block again. Sometimes we got to the mall. We get a bunch of candy. After that we go in a tree house in my back yard. We go in sit on the chairs, and eat all the candy.

Sometimes we play capture the flag with water ballons. We have a red flag and a blue flag. We also hide the flags.

We play vido games. We like to play each other and keep score. And that's what I do over the summer.



### Questions 8–11

8 What can be done to improve the student’s writing sample?

- A Use a wide variety of words.
- B Remove the transition words.
- C Create shorter sentences.
- D Include some exclamation marks to add excitement.

9 Why did the writer write this selection?

- A to show the reader that skating is enjoyable
- B to describe to the reader a typical day
- C to persuade the reader to try skating
- D to explain to the reader why the writer likes a certain season

10 Read the sentence below.

**I’m choosing summer because its my favorite season.**

Which sentence has been fixed or edited correctly?

- A I’m chosing summer because its my favorite season.
- B I’m choosing summer because it’s my favorite season.
- C I’m choosing summer because its my favorite seasen.
- D I’m chosing summer because its’ my favorite season.

11 In this writing sample, the pronoun “we” represents

- A the writer and the writer’s family.
- B a group of neighborhood friends.
- C a group of friends and the writer’s parents.
- D the writer and the writer’s friends.

**Supplemental Writing Multiple Choice—Grade 7: Additional Multiple Choice Question Practice from Released ELA MEAP 2007**

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

**STUDENT WRITING SAMPLE #2**

Winter is my favorite season. It is my favorite because you can do a lot more activities in winter than any other season. Some things I like to do in winter are sled, skiing, and have snowball fights.

I love to skate on ponds and at rinks. When I spin it feels like I am stuck in a spinning tornado. When you glide across the ice it feels like you are going to fall. Another activity I like to do is tubing. I like to go down the icy snowhill. When I go down the hill fast the wind stings my cheeks. It feels like my skin is flying behind me. I try to avoid the jumps.

Skiing is my favorite winter sport. I love to ski down the steep hills and going back up with the chair lift. The skis are as long as a bus, so it is hard to stop. The ride is very enthralling.

One favorite activity is having snowball fights. I love to make snowballs and then throw it at people. Sometimes when I make snowballs, I take off my gloves. And my hands feel frozen as if they were ice.

When I came inside from playing, I am always looking forward to a nice, hot cup of cocoa. Me and my brother have cocoa with our breakfast every day in the winter. That is my favorite winter drink.

These are some things I love to do in winter. They may not be your favorite, but they are mine. I hope you enjoy these activities as much as I do.

**Grade 7: Additional Multiple Choice Question Practice from Released ELA MEAP 2007**

**Questions 9–11**

**9** Which of the following would improve the first paragraph of this sample?

- A** combining sentences to eliminate repetition
- B** mentioning some specific winter activities
- C** telling why winter is the author’s favorite season
- D** including an introductory sentence

**10** Read the sentence below.

**Sometimes when I make snowballs, I take off my gloves. And my hands feel frozen as if they were ice.**

Which is the best way to fix or edit these sentences?

- A** Sometimes when I make snowballs. I take off my gloves and my hands feel frozen as if they were ice.
- B** Sometimes when I make snowballs. I take off my gloves. And my hands feel frozen as if they were ice.
- C** Sometimes when I make snowballs I take off my gloves and my hands feel frozen. As if they were ice.
- D** Sometimes when I make snowballs, I take off my gloves and my hands feel frozen as if they were ice.

**11** Read the sentence below.

**When I came inside from playing, I look forward to a nice, hot cup of cocoa.**

Which sentence has been fixed or edited correctly?

- A** When I come inside from playing, I look forward to a nice, hot cup of cocoa.
- B** When I was coming inside from playing, I look forward to a nice, hot cup of cocoa.
- C** When I came inside from playing, I will look forward to a nice, hot cup of cocoa.
- D** When I came inside from playing, I looking forward to a nice, hot cup of cocoa.

**Supplemental Writing Multiple Choice—Grade 8: Additional Multiple Choice Question Practice from Released ELA MEAP 2007**

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

**STUDENT WRITING SAMPLE #2**

Cunning, quick and brave is my hero or heroine. Out of the everyday sort comes the brilliant person who I admire most. Many people like superheroes. I like a person that I see every day. My sister is my heroine. She doesn't leap from a comic book or television. She doesn't blast bad guys. Cristina is her name, and she is a heroine for who she is.

She is smart and caring. Always knowing what to do. A leader and a helper. She always wants to leap into a new book.

Strong and tough, always striving to be better. Taking the challenge, that's the sister of mine. Thoughtful and prepared are descriptions of Cristina. She is always there for me to talk to. If practice makes perfect, then Cristina has been practiced for years. Smiles come in bundles from her. Heroine of the century, the billboards would say.

I could go see a million superheroes and Cristina would outrank them all. Skilled and talented at sports and school. That's my heroine, the person I most admire. Cristina, my heroine of the future.

Grade 8: Additional Question Practice from Released ELA MEAP 2007

Questions 9–11

9 The tone of this paper is *best* described as

- A cautious.
- B hopeful.
- C admiring.
- D relaxing.

10 Read the sentence below.

**Thats my heroine, the person I most admir**

Which sentence has been fixed or edited correctly?

- A Thats my heroine the person I most admire.
- B Thats' my heroine, the person I most admire.
- C That's my heroine, the person I most admire.
- D Thats my heroine, the people I most admire.

11 Which of the following is a sentence fragment?

- A She is smart and caring.
- B Always knowing what to do.
- C Many people like superheroes.
- D Smiles come in bundles from her.

## LESSON 3—Extension

### TEST KNOWLEDGE & TEST-TAKING STRATEGY

#### Peer Response to the Student Writing: Writing Multiple Choice Questions

**MATERIALS:** Overheads for Collaborative Question Writing from Released Items—ELA MEAP Writing Test 2007

#### MINI-LESSON FOCUS:

##### **Know:**

1. Distracters can sound right and still be wrong.

##### **Able to Do:**

1. Read to find the key words and identify the type of question and the thinking and actions required to choose an answer.
2. Write correct options by lifting words, phrases and sentences from a student sample.
3. Write a variety of wrong options that might distract a test taker.

**TEACHING POINT:** *We can learn a great deal about how tests questions are constructed and the ways test writes want us to think if we write questions that are like the questions we will see on the test.*

There are two goals to this work:

- Students practice and understand how multiple choice questions are written. This work will help them read and answer questions more effectively.
- Students will reread the student samples looking for the grammar or writing decisions in the questions. As they reread the samples, they will identify both strengths and weaknesses in the writing.

##### **There are two goals to this work:**

- Students practice and understand how multiple choice questions are written. This work will help them read and answer questions more effectively.
- Students will reread the student samples looking for the grammar or writing decisions in the questions. As they reread the samples, they will identify both strengths and weaknesses in the writing.

**Materials Preparation:** Use the released questions from the 2007 MEAP Test to write multiple choice questions with your students. Released questions are included for each grade level.

- **Teacher Background Knowledge:** Prior to writing questions, study the question formats with your grade-level partners. Make a list of the language that might appear in the questions. This technical writer's language will name the grammar, mechanics or writing decision they must understand to read or write a question. It also provides language that you and your students will share as you write across the year and talk to each other about writing.
- As you write the questions, define this technical vocabulary by finding examples of it (wrong or correct) in the student sample.

#### PROCESS FOR WRITING MULTIPLE CHOICE QUESTIONS

1. Model and collaboratively identify the evidence in the student writing sample that help you write the correct and wrong answers choices. If relevant, discuss other ways the question could be written.
2. Read the question stem and identify the key words or focus for your search. Determine if the question is about the writing or about an error. Look for the language that defines the grammar or mechanics error or the writing decision (craft, purpose, etc).

3. State a **SEARCH FOCUS** or what you will look for in the student sample to use as a correct answer.
4. Reread the student sample.
  - Highlight evidence in the sample that is can be used to write the correct answer.
5. Write a correct answer. **As students write the options, remind them that**
  - There is one right answer.
  - The right answer can be in A, B, or C. The location of the right answer changes.
6. Reread the student sample to locate possible wrong answers.
  - Highlight evidence in the sample that can be used to write the wrong answers.
7. Write the wrong answers.
  - Wrong answers may be obviously wrong.
  - Wrong answers may sound right or use language from the sample but still be wrong.

## **Grade 6**

### **Grade 6: Released Question Formats from 2007 Test**

**Questions 2 – 7 not released. Descriptors provided for stem and foils.**

2 W.PR.05.01

Identify writer's purpose

- A Incorrect purpose
- B Incorrect purpose
- C Incorrect purpose
- D Correct answer

3 W.PS.05.01

Revise word choice

- A Incorrect meaning
- B Correct answer
- C Incorrect meaning
- D Incorrect meaning

4 W.GR.05.01

Edit punctuation; quotation marks in dialogue

- A Incorrect use of quotation marks
- B Correct answer
- C Correct use of quotation marks; omission of comma before quote
- D Correct use of quotation marks; incorrect punctuation before quote

5 W.PS.05.01

Identify strong verb

- A Noun
- B Adjective
- C Correct answer
- D Adjective

6 W.SP.05.01

Edit spelling of frequently encountered words

- A Correct answer
- B Target word misspelled; another word misspelled
- C Target word misspelled; compound word written as two words
- D Target word spelled correctly; incorrect ending punctuation

7 W.GR.05.01

Edit punctuation; to clarify meaning within sentence

- A Correct answer
- B Add characters
- C Lengthen sentence
- D Change end punctuation



### Student Sample A

One time I was being a meany to my sister because I threw a stuffed animal at her. Then she threw it back at me. So I keep being mean so she would get the idea that when someone does something mean to you you don't do it right back. So she continued to throw them at me, and I didn't know why; she was still throwing them at me. I thought I taught her a lesson.

Then my mom walked in and told my sister to get out of the room, because she needed to talk to me. My sister walked out laughing because she thought I was getting in trouble. My mom put me on the bed and said, "Do you know why your sister is doing this? It is because she looks up to you and whatever you do, she thinks its cool and ok to do because you're her role model. If you keep doing this, she will too. Then when she grows up, she'll be a trouble maker." She kissed me and tucked me into bed. "Think about it, she added.

The next morning Anna did it again. I sat her down and I said "Anna, you do these because I did it, but it's not cool. It's cruel." I also said, You look up to me and sometimes I look up to you to be the best sister ever. We can't keep fighting. It's not right."

She never did it again because that day unlike other days she followed me as a role model and a big sister. I knew I taught her a lesson.

Grade 6: Writing Multiple Choice Tests

1 **State Released Question:** Identify writer's purpose

- A Incorrect purpose
- B Incorrect purpose
- C Incorrect purpose
- D Correct answer

**Search Focus:** *Reread the sample to identify the purpose. Select the details or lift the exact language from the sample to write the correct choice. Use the same process to select/lift language for the wrong choices. Use any of the following starter stems: to explain, to show, to give, to convince, and to describe. Although these stems may seem different, select details from the story to finish the statement. The correct answer will have the details that identify author's purpose. The answer to the question is **in the details more than** the stem you choose. All narratives could explain, give, show, convince or describe.*

1 What is the writer's purpose?

A

B

C

D

**Grade 6: Writing Multiple Choice Tests**

**2 State Released Question:** Identify strong verb

- A Noun
- B Adjective
- C Correct answer
- D Adjective

**Search Focus:** *Reread the sample to identify a weak verb that could be revised. Look for verbs non-action verbs, like is, are, was, were. Write the correct choice. Then select three words for the wrong choices that match the errors listed above.*

**2** Read the sentence below.

Identify the strong verb in this sentence.

A

B

C

D

**Grade 6: Writing Multiple Choice Tests**

**3 State Released Question:** Revise word choice

- A Incorrect meaning
- B Correct answer
- C Incorrect meaning
- D Incorrect meaning

**Search Focus:** *Reread the sample to identify a word that could be revised. Look for vague word choice. Write the correct choice. Then select three words that change the meaning of the word being replaced as you write the wrong choices. You may want to use a thesaurus for this question.*

**3 Read the sentence below.**

Which word below should replace \_\_\_\_\_?

A

B

C

D

**Grade 6: Writing Multiple Choice Tests**

4 **State Released Question:** Edit punctuation; quotation marks in dialogue

- A Incorrect use of quotation marks
- B Correct answer
- C Correct use of quotation marks; omission of comma before quote
- D Correct use of quotation marks; incorrect punctuation before quote

**Search Focus:** *Search the sample to find a sentence that has missing quotations marks in dialogue. Insert the error sentence below. Create one correct choice and three wrong choices using the error format above.*

4 Read the sentence below.

Which sentence has been fixed or edited correctly?

A

B

C

D

**Grade 6: Writing Multiple Choice Tests**

**5 State Released Question:** Edit punctuation; to clarify meaning within sentence

- A Correct answer
- B Add characters
- C Lengthen sentence
- D Change end punctuation

**Search Focus:** *Search the sample to find a sentence that is unclear. Insert the error sentence below. Create one correct choice and three wrong choices using the error format above.*

**5** Read the sentence below.

Which sentence has been fixed or edited correctly?

A

B

C

D

**Grade 7: Released Question Formats from ELA MEAP 2007**

**Questions 2 – 8 not released. Descriptors provided for stem and foils.**

2 W.PR.06.02

Identify organizational pattern

- A Sequence
- B Correct answer
- C Compare/Contrast
- D Description

3 W.SP.06.01

Edit spelling of frequently encountered words

- A Target word misspelled; incorrect verb tense
- B Target word misspelled; incorrect punctuation
- C Correct answer
- D Target word misspelled; incorrect punctuation

4 W.GR.06.01

Edit punctuation; quotation marks

- A Incorrect placement of quotation marks
- B Incorrect placement of quotation marks
- C Correct placement of quotation marks; incorrect capitalization at beginning of quotation
- D Correct answer

5 W.SP.06.01

Edit spelling; drop final e before adding suffix

- A Misspelled target word; conjunction omitted
- B Misspelled target word; incorrect placement of comma
- C Correct answer
- D Misspelled target word; incorrect verb tense

6 W.PS.06.01

Use simile to make comparison

- A Incorrect comparison
- B Incorrect comparison
- C Correct answer
- D Incorrect comparison

7 W.GR.06.01

Identify sentence fragment

- A Punctuation error
- B Correct answer
- C Spelling error
- D Verb tense error

8 W.PS.06.01

Identify quote that shows writer's feelings

- A Correct answer
- B Quote unrelated to question
- C Incorrect quote
- D Incorrect quote

### Student Sample A

Many people can take a negative situation and then learn a good lesson from it. I agree with this statement because I myself have done it.

I was about five years old when my babysitter was taking me to pick up her son, well, while she was inside the school, I decided I wanted to draw a picture. As you can guess, she didn't have paper in her car so I grabbed the pen and drew on the dash board. After I realized what I did I tried to cover it up with a Klenex. Lucky for me she didn't notice it while we were on our way home.

As soon as we got home, I thought that I was free. That is until my babysitter called. My mom asked, "did you draw on your babysitter's dash board? She asked me 3 more times if I did it and I lied and told her "No!" Finally I told my mom the truth and knew I was in BIG trouble for lying. I was so right. I was grounded for a week. I couldn't draw at all. At five years old, that is a big deal.

The next day I thought about what I did and realized that I if I hadn't lied I could have avoided my punishment. All in all, I learned to always tell the truth because you get in less trouble.



Grade 7: Writing Multiple Choice Tests

1 **State Released Question:** Identify organizational pattern

A Sequence

B Correct answer

C Compare/Contrast

D Description

**Search Focus:** *Reread the sample to identify how the writer organized the narrative? Determine the correct answer. Then discuss what other organizational patterns can a writer use. You might take this moment to show them writing that is an example of these patterns. Use the “other” patterns for the wrong choices.*

The question could also be written

How did the writer organize the writing? **OR** How is the writing organized?

1 What organizational pattern does the writer use?

A

B

C

D

Grade 7: Writing Multiple Choice Tests

2 **State Released Question:** Use simile to make comparison

- A Incorrect comparison
- B Incorrect comparison
- C Correct answer
- D Incorrect comparison

**Search Focus:** *Reread the sample to find a sentence that might become more interesting if the writer added a simile. (Similes make a comparison between two unlike things. They generally use the words “like” or “as.” The car looked like a squashed tin can. I was as slow as a turtle.) To write the correct answer, create a simile to emphasize or illustrate what the writer is comparing. Create three wrong answers that are not similes. Use the word “like” or “as” in one wrong answer. (This comparison is literal; you will be comparing two things that are the same and are also alike in some way, such as—The boy has blue eyes like his sister.)*

2 Read the sentence below.

Which sentence is a simile the writer could use to add interest to the narrative?

A

B

C

D

**Grade 7: Writing Multiple Choice Questions**

3 **State Released Question:** Edit punctuation; quotation marks

- A Incorrect placement of quotation marks
- B Incorrect placement of quotation
- C Correct placement of quotation marks; incorrect capitalization at beginning of quote
- D Correct answer

**Search Focus:** *Search the sample to find a sentence that uses quotation marks incorrectly. Insert the error sentence below. Create one correct choice and three wrong choices using the error format above.*

3 Read the sentence below.

Which sentence has been fixed or edited correctly?

A

B

C

D

**Grade 7: Writing Multiple Choice Questions**

4 **State Released Question:** Edit spelling of frequently encountered words

- A Target word misspelled; incorrect verb tense
- B Target word misspelled; incorrect punctuation
- C Correct answer
- D Target word misspelled; incorrect punctuation

**Search Focus:** *Search the sample to find a sentence that has a frequently encountered word misspelled. Insert the error sentence below. Create one correct choice and three wrong choices using the error format above.*

4 Read the sentence below.

Which sentence has been fixed or edited correctly?

A

B

C

D

**Grade 7: Writing Multiple Choice Tests**

**5 State Released Question:** Identify sentence fragment

- A Punctuation error
- B Correct answer
- C Spelling error
- D Verb tense error

**Search Focus:** *Search the sample to find a sentence fragment. Insert the fragment as the correct answer. Then rewrite the fragment creating a complete sentence. Use that sentence for your error sentences. However, change this sentence adding the additional grammar or mechanics error stated in the question format.*

**5 Which is a fragment?**

A

B

C

D

## **Grade 8**

### **Grade 8: Released Question Formats from ELA MEAP 2007**

**Questions 2 – 8 not released. Descriptors provided for stem and foils.**

2 W.GR.07.01

Edit punctuation; apostrophes in contractions

A Apostrophe missing from contraction; incorrect use of comma

B Correct answer

C Apostrophe missing from contraction; incorrect spelling

D Apostrophe missing from contraction; incorrect placement of quotation marks

3 W.GR.07.01

Identify part of speech that provides strong voice

A Adjectives

B Nouns

C Pronouns

D Correct answer

4 W.GR.07.01

Edit verb tense

A Incorrect verb tense

B Incorrect verb tense

C Correct answer

D Incorrect verb tense

5 W.GR.07.01

Revise by forming compound sentence

A Correct answer

B Simple sentences; incorrect tense

C Incorrect punctuation

D Incorrect punctuation

6 W.PR.07.01

Identify how writer shows awareness of audience

A Use of opinion

B Use of fact

C Use of opinion

D Correct answer

7 W.GR.07.01

Edit punctuation: quotation marks

A Correct answer

B Incorrect punctuation and capitalization

C Incorrect punctuation and capitalization

D Incorrect capitalization and spelling

8 W.PR.07.03

Revise using question from peer editor

A Irrelevant detail

B Irrelevant detail

C Irrelevant detail

D Correct answer

### **Student Sample A**

My older brother turned sixteen last Friday. However, he still thinks of himself as a kid, but kids aren't allowed to drive. You have to be mature at that age. You have to act like an adult when you're in high school.

My brother Frank has many new responsibilities now that he's sixteen. Just one of them is that he can drive without a parent in the vehicle. If he gets in an accident, it's his responsibility. Obviously, my parents would have him pay for damage on our new car. He would also pay for the damage he has done on other cars. Fortunately, he is now old enough to get an interesting job.

Frank acts mature about his new privilege. He has applied for many jobs. I'm sure he will be accepted to many. He might only be able to get a job at a grocery store or drug store, but getting a job early, even a small one, can help you save for your future.

Now that Frank is a sophomore, he'll start planning what he wants to do when he gets out of high school. Having a job and a license will help him achieve what he wants to accomplish in college because he has really good grades and plays football.

My brother Frank takes his responsibilities seriously. With him being only two years older helps me get used to and realize what I will have to deal with when I turn sixteen. I'm sure it will be much easier with him to go to for any questions I might have.

**Grade 8: Writing Multiple Choice Tests**

**1 State Released Question:** Identify how writer shows awareness of audience

- A Use of opinion
- B Use of fact
- C Use of opinion
- D Correct answer

**Search Focus:** *Reread the sample to identify a sentence that shows audience awareness. (Tip: Facts and opinions are common ways writers show they know their audience and are trying to connect to the audience. However some facts or opinions are too general or not interesting and do not really show audience awareness.) Identify the MEAP audience—adults. Then identify a fact or opinion in the writing that shows this writer is aware and is writing for an adult reader. Look for sentences that suggest the writer may not understand the brother’s situation or does not understand what adults know about the brother’s situation. Use this for the correct choice. Continue to read to identify two opinions and one fact that show the writer is not aware that he is writing for an adult reader.*

The question could also be written

What sentences show the writer is aware of her audience?

**1 How does the writer show he is aware of his audience?**

A

B

C

D



Grade 8: Writing Multiple Choice Tests

2 **State Released Question:** Identify part of speech that provides strong voice

- A Adjectives
- B Nouns
- C Pronouns
- D Correct answer

**Search Focus:** *Words choice creates a connection between the reader and the writer. Voice helps a writer make that connection. (Tip: Nouns, pronouns and verbs most frequently create voice. However, transition words can also create voice.) Nouns that are specific suggest or imply a meaning. The pronoun “you” draws a reader into the story when the pronoun addresses the reader. Verbs that show action can also show feelings. Transition words can state a perspective or attitude.) Based on this question, the sentence you select has to use one of the other ways. Choose that sentence. Select the verb or transition word that is the correct answer. Select an adjective, noun, or pronoun for the wrong options.*

2 Read the sentence below.

Obviously, my parents would have him pay for damage on our new car.

Which words provide a strong voice and the sense a writer is speaking to a reader?

- A
- B
- C
- D

Grade 8: Writing Multiple Choice Questions

3 **State Released Question:** Revise using question from peer editor

- A Irrelevant detail
- B Irrelevant detail
- C Irrelevant detail
- D Correct answer

**Search Focus:** *Search the student sample looking for the paragraph that might be revised by adding specific detail. Identify what the writer is telling a reader. Then identify how the writer might show this instead of tell it. Write a sentence that would add relevant detail to the paragraph. This sentence is the correct answer. Then write three more sentences that would add irrelevant details or add details that also tell.*

3 Which details would improve paragraph 3 and answer the question from a peer editor?

What other ways does the brother act that shows he is mature and ready to drive a car?

A

B

C

D

**Grade 8: Writing Multiple Choice Tests**

4 **State Released Question:** Revise by forming compound sentence

- A Correct answer
- B Simple sentences; incorrect tense
- C Incorrect punctuation
- D Incorrect punctuation

**Search Focus:** *Search the sample to find two sentences that could be combined. Insert the sentences below. Create one correct choice and three wrong choices using the error format above.*

4 Read the sentence below.

Which sentence correctly combines the sentences into a compound sentence?

A

B

C

D

**Grade 8: Writing Multiple Choice Questions**

5 **State Released Question:** Edit punctuation; apostrophes in contractions

- A Apostrophe missing from contraction; incorrect use of comma
- B Correct answer
- C Apostrophe missing from contraction; incorrect spelling
- D Apostrophe missing from contraction; incorrect placement of quotation marks

**Search Focus:** *Search the sample to find a sentence with a contraction error. Insert the error sentence. Create one correct choice and three wrong choices using the error format above.*

5 Read the sentence below.

Which sentence has been fixed or edited correctly?

A

B

C

D

## LESSON 4 TEST KNOWLEDGE & TEST-WRITING STRATEGY

### Peer Response to the Student Writing Sample

#### MATERIALS

ELA MEAP Released Test 2006 appropriate for you grade level.

Additional questions are included. These questions are from the Released ELA MEAP 2007.

#### MINI-LESSON FOCUS

##### Know:

1. Writers can read the writing of another student to
  - identify grammar, spelling, punctuation errors that need to be fixed or corrected.
  - identify and explain good decisions and weak decisions using the language of a writer.

##### Able to Do:

1. Read the question to understand how to read the student sample.
2. Read the student sample to
  - determine an answer to a question.
  - identify evidence to support your answer.
3. Explain why your answer is correct using the technical language that writers use when they talk to each other about writing.

**CONNECTION:** *Yesterday you used strategies to carefully read and write multiple choice test questions about a student sample. Today you are going to learn how to answer a question about a student writing sample and write a specific and detailed response.*

**TEACHING POINT 1:** *In the Peer Response to the Student Writing Sample, you will be asked to carefully read a student sample and answer a question about the writing. This question will vary from test to test. However, you will always have to do the following:*

##### READ

1. Use the question to focus your reading of the student sample that contains grammar errors.
2. Look for key words in the question to help you focus your reading.

Teaching Point 1. Grade 7—ELA Released Test 2006

PEER RESPONSE TO THE STUDENT WRITING SAMPLE	
	<b>DIRECTIONS:</b> Write a response to the question in the box below. You may look back at the student writing sample as often as needed.
1) Identify key words to focus rereading of student sample.	<div style="border: 1px solid black; padding: 10px;"><p>37 Is this a good example of seventh-grade writing? Why or why not?</p><p>Use details from the student writing sample to support your answer.</p></div>
2) Reread and highlight student sample.	
3) Explain your answer.	<p>Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.</p> <p>Your response must be written in the lined spaces starting on page 11 of your <b>Answer Document</b>. Only the writing in your <b>Answer Document</b> will be scored. No extra sheets may be used.</p>

## Determining a Focus for Reading the Student Sample

- Consider what the key words indicate you are supposed to explain.
- State the question another way: Is this a good or bad example of seventh grade writing? What makes seventh grade writing good?
- Answer the question: organization, details, and craft.
- **Reading Focus:** Find evidence of organization, details and craft that demonstrate this is a good example or a bad example of writing by a seventh grader.

**Teaching Point 2: Read with a pen.** Use Look, Label and Explain as you read the sample.

Identify evidence (highlight or underline) in the student sample that helps you formulate your answer to the question.

- Model how to read for evidence with the 1<sup>st</sup> paragraph. Model Look, Label, and Explain.
- Ask students to read independently and find evidence in the 2<sup>nd</sup> paragraph. Have them check their findings with a partner before you report out and identify the important evidence in that paragraph. Ask students to explain why this evidence will help them support their answer.
- Ask students to read the last paragraph using the same 2-step procedure as paragraph 2.

<b>SECOND READING</b> Find Evidence	<b>REVISING AND EDITING THE STUDENT WRITING SAMPLE</b>
<p><b>Organization:</b> the sample is written in sequential order.</p> <ul style="list-style-type: none"> <li>○ It was the middle of the afternoon</li> <li>○ When Lindsey looked up</li> <li>○ When Lindsey rushed to the basement</li> <li>○ Finally,</li> <li>○ The rest of the afternoon</li> </ul> <p><b>Details:</b> Actions (paragraph 5 &amp; 6) and description (paragraph 4)</p> <p><b>Craft:</b> Dialogue (paragraph 2, 3, 4, 7), feelings (paragraph 9, thoughts (paragraph 5, 6, 9).</p>	<p><b>DIRECTIONS:</b> Read the student writing sample below. Then answer the questions that follow. Choose the <i>best</i> answer for each question. You may look back at the student writing sample as often as needed.</p> <p>It was the middle of the afternoon. It was in the summer. Lindsey was at her Grandpa's house. Normally on summer afternoons when she was at her grandpa's house, he would be cleaning up. But today he wasn't cleaning up.</p> <p>Lindsey asked, "Why aren't you cleaning up, Grandpa?" "I have a sore back, and I can't lift heavy boxes or walk at all," he replied.</p> <p>When Lindsey looked at him, he said "You can help me by carrying these three heavy boxes to the shed." A smile came to her face when he said the words "help me."</p> <p>Lindsey hurried down the basement steps, almost breaking her neck, and grabbed a heavy box. The box clung to the floor as she tried to lift it. The box was almost as big as she was, and she couldn't hardly carry it. She rushed to the shed and set the box down inside. She saw lots of tools and fishing poles hanging from hooks on the walls.</p> <p>When Lindsey rushed to the basement to grab another box, her grandpa scolded her for rushing. So she grabbed the next box. It was twice as heavier, and taller than the last one. As she tried to pick up the box, she fell to the floor. Everything fell to the floor making a big mess. She thought, "Oh, no. I'm in trouble."</p> <p>She laid on the basement floor for a moment. Then she got back on her feet to clean up. It took her about five minutes to clean up. Once again she lifted the heavy box, thinking that now she knew why her grandpa's back was sore.</p> <p>Finally Lindsey carried out the last box, she rushed to her grandpa saying that her back hurt. He acted like he didn't hear her and said, "You did an amazing job!"</p> <p>She thanked him for the compliment as she wiped the sweat off her face. He gave her a high-five and thanked her for helping him with the boxes. When Lindsey said that he could call her any time for help, he gave her a hug.</p> <p>The rest of the afternoon Lindsey felt good from having gotten all that exercise. She felt like a winner—someone who can survive a hard job!</p>

1) Answer the question. 2) Use specific evidence from student sample 3) Explain the answer using language that shows you understand the elements of good writing.	<b>PART 4B: CHECKLIST FOR THE PEER RESPONSE TO THE STUDENT WRITING SAMPLE</b>
	<b>DIRECTIONS:</b>  Use this checklist to help you with your response. Your response must be written in the lined spaces starting on page 11 of your <b>Answer Document</b> .
	<b>CHECKLIST:</b>  1) Do I clearly answer the question that was asked? 2) Do I support my answer with details from the student writing sample? 3) Is my response complete?
<hr/> <b>NOTES/PLANNING</b>	

**Teaching Point 3:** *I noticed excellent thinking as I listened to you talk with your partners. Now it is time to get all that thinking on paper. This written response requires you to give an answer, provide evidence, and explain your evidence so that an adult reader knows you understand what makes writing effective. This is your chance to show what you know about what writers do when they write. Approach this write with the checklist in mind.*

1. Answer the question. Restate the question in your answer.
2. Use exact words (evidence) from the student sample to support your answer.
3. Explain why the evidence supports your answer.
4. Use language that writers use to name what the writer is doing or not doing.

**INDEPENDENT WRITING:** *It is time for you to practice writing this type of response on your own. You have done this before. This time you are going to read and write to answer all parts of the question: the answer, the evidence from the sample, the explanation. Plus, you are going to use the language that writers use when they talk to each other. Careful word choice will convince a reader that you understand the basic and important elements of writing.*

- Provide 25-30 minutes to read and write a response.

**Lesson options:**

1. Write a response as a whole group thinking aloud and model the decisions so students see and understand how to write a complete answer.
2. Ask students to write a response independently using the thinking and reading work they did as a whole class. After writing, students should work in partnerships, and use the checklist to number, underline or highlight the parts of a complete answer.

## **Peer Response to the Student Writing Sample**

### **LOOK, LABEL & EXPLAIN**

**LOOK:** Look for evidence that will help you determine and support your answer to the question. Underline the evidence.

- *What is your answer to the question?*
- *What sentences, words or details show the point you are making about the writer and the writing in your answer?*

**LABEL:** Label or name the evidence in the margin.

- *What craft or organization is the writer using to do this?*
- *What craft or organization is missing?*

**EXPLAIN:** Explain why your evidence supports your answer.

- *How does the evidence help the writer create the point or meaning of the writing?*
- *What else could the writer do to make the writing more effective?*



## Grade 6: Additional Question Practice from Released ELA MEAP

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

### Student Writing Sample #2

I'm choosing summer because its my favorite season. I always go swimming with my friends. I bring out my boat and we go all over the pool with it. It's really fun.

Sometimes we go to cookouts or we have cookouts. When we have cookouts we have hambargers, fries, chip, and hotdogs. Then we take a swim and play.

My friends and me always go skating. We go around the block and down the biggest hill in the street. I'd never fallen in my life.

Then we go bike riding around the block again. Sometimes we got to the mall. We get a bunch of candy. After that we go in a tree house in my back yard. We go in sit on the chairs, and eat all the candy.

Sometimes we play capture the flag with water ballons. We have a red flag and a blue flag. We also hide the flags.

We play vido games. We like to play each other and keep score. And that's what I do over the summer.

## Prompt

### PEER RESPONSE TO STUDENT WRITING SAMPLE #2

**DIRECTIONS:**

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

**12 Is this a good example of sixth-grade writing? Why or why not?**

**Use examples and details from Student Writing Sample #2 on page 9 to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## Grade 7: Additional Question Practice from Released ELA MEAP 2007

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

### STUDENT WRITING SAMPLE #2

Winter is my favorite season. It is my favorite because you can do a lot more activities in winter than any other season. Some things I like to do in winter are sled, skiing, and have snowball fights.

I love to skate on ponds and at rinks. When I spin it feels like I am stuck in a spinning tornado. When you glide across the ice it feels like you are going to fall. Another activity I like to do is tubing. I like to go down the icy snowhill. When I go down the hill fast the wind stings my cheeks. It feels like my skin is flying behind me. I try to avoid the jumps.

Skiing is my favorite winter sport. I love to ski down the steep hills and going back up with the chair lift. The skis are as long as a bus, so it is hard to stop. The ride is very enthralling.

One favorite activity is having snowball fights. I love to make snowballs and then throw it at people. Sometimes when I make snowballs, I take off my gloves. And my hands feel frozen as if they were ice.

When I came inside from playing, I am always looking forward to a nice, hot cup of cocoa. Me and my brother have cocoa with our breakfast every day in the winter. That is my favorite winter drink.

These are some things I love to do in winter. They may not be your favorite, but they are mine. I hope you enjoy these activities as much as I do.

## Prompt

### PEER RESPONSE TO STUDENT WRITING SAMPLE #2

#### DIRECTIONS:

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

**12 Does the writer do a good job of explaining the main idea? Why or why not?**

**Use examples and details from Student Writing Sample #2 on page 12 to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## Grade 8: Additional Question Practice from Released ELA MEAP 2007

**DIRECTIONS:** Read the student writing sample below. Then answer the questions that follow. Choose the *best* answer for each question. You may look back at the student writing sample as often as needed.

### STUDENT WRITING SAMPLE #2

Cunning, quick and brave is my hero or heroine. Out of the everyday sort comes the brilliant person who I admire most. Many people like superheroes. I like a person that I see every day. My sister is my heroine. She doesn't leap from a comic book or television. She doesn't blast bad guys. Cristina is her name, and she is a heroine for who she is.

She is smart and caring. Always knowing what to do. A leader and a helper. She always wants to leap into a new book.

Strong and tough, always striving to be better. Taking the challenge, that's the sister of mine. Thoughtful and prepared are descriptions of Cristina. She is always there for me to talk to. If practice makes perfect, then Cristina has been practiced for years. Smiles come in bundles from her. Heroine of the century, the billboards would say.

I could go see a million superheroes and Cristina would outrank them all. Skilled and talented at sports and school. That's my heroine, the person I most admire. Cristina, my heroine of the future.

## Prompt

### PEER RESPONSE TO STUDENT WRITING SAMPLE #2

**DIRECTIONS:**

Write a response to the question in the box below. You may look back at Student Writing Sample #2 as often as needed.

**12 Good writers often vary their sentence structure and their word choices. Was this writer effective in doing so? Why or why not?**

**Use examples and details from Student Writing Sample #2 on page 12 to support your answer.**

Use the checklist on the next page to help you with your response. The Notes/Planning space may be used for writing down and organizing your ideas.

Your response must be written on the lines in Part 1B of your **Answer Document**. Only the writing in your **Answer Document** will be scored. No extra sheets may be used.

## Lesson 5

## DEBRIEFING THE TEST

Debriefing the test is a teaching moment. It is important that students know the right answer, but it is equally important and maybe more important that they have time to talk about and understand how they got confused or why they selected the right answer. This metacognitive work teaches the strategies and allows a final opportunity for your students to make sense of how the test works and the processes they know and can use.

Review your student's performances. Select from the menu of activities to reteach key strategies or basic knowledge about the test that will impact your students. You may elect to do this in strategy groups since not all students may need the same debriefing lesson.

**MOST IMPORTANTLY, RELAX.** Remember you have 10+ days to improve your student's ability to write, think, read, and perform independently. This score is a predictor of a future score, but it is also an assessment tool to sharpen and focus your remaining lessons.

Do	Avoid
<p><b>SCORE the tests BEFORE YOU DEBRIEF.</b> Do the following to prepare your lessons that are test specific to get them completed before the test window period disallows test-related instruction.</p> <p><b>Writing from Knowledge and Experience</b></p> <ol style="list-style-type: none"><li>Sort the papers and identify predictable problems (listed in Lesson 1 on page 8) of the test format students struggled with.</li><li>Address the test-related confusions as you debrief the test.</li><li>Examine student models released by the state on the same question. Select 3-5 samples and identify what these writers did well and what one thing they might have done to improve their papers. Then ask students to look at their papers in the same way. Do this work in partnerships.</li><li>Take the MEAP Champion Test. Review the stories your students have told and written. Make a list of their favorites and put them on their left hand. Then take the MEAP Champion Test (following this menu of debriefing lessons).</li></ol>	<p><b>Scoring the papers as a whole class.</b></p> <p><b>Teaching craft, structure or sequence lessons. Focus only on test format problems.</b></p> <p><i>Instead, take note of the content problems students are having. Address these problems in your daily lessons.</i></p>
<p><b>Multiple Choice</b></p> <ol style="list-style-type: none"><li>Research all the questions you have studied during the unit. Use the "Analyzing Multiple Choice Questions" hand-out that follows.</li><li>Put the questions in a table to identify which were confusing for all students. Review the question to determine what might have caused the confusion. Is it the content or the format or wording of the question?</li><li>For questions not confusing for the majority of students, have students use the 3-step thinking process to locate the answer or practice the thinking required.</li><li>For questions missed by a majority of your students, decide if the error is related to confusion with the test-format or content knowledge. Separate your work so that you help them with test format questions. Show them the process to read and understand the question and where the answer is located. Remind them of their knowledge about how test questions are written.</li></ol>	<p><b>Teaching grammar, punctuation, or spelling lessons to correct this single error. Focus only on</b></p> <ul style="list-style-type: none"><li>test format problems</li><li>errors caused by not rereading</li></ul> <p><i>Instead, take note of the content problems students are having. Address these problems in your daily lessons.</i></p>

Do	Avoid
<p><b>Peer Response to Student Writing Sample</b></p> <ol style="list-style-type: none"> <li>Score and sort the papers into stacks two times. <ul style="list-style-type: none"> <li>1<sup>st</sup> Sort: Create 4 piles: Scores of 1, 2, 3, and 4. Read each stack to decide what aspects of the test question, format, or student sample created a challenge for students. Identify a single lesson that might bump students who are writing 1s or 2s. What are your 3s doing that might make a difference. Look for a pattern that is connected to your teaching and what students know about the test. Do all your students know what a “good” answer looks like?</li> <li>2<sup>nd</sup> Sort: Create 3 piles: 1s&amp;2s, 3s, and 4s. For this work, reread only the 3s. How are they reading a text? How are they inserting evidence? What can they do that you could teach the students in the 1s&amp;2s pile? Now do the same work for the 4s. This time think about what those 4s know and can do that might benefit the 3s.</li> </ul> </li> <li>Examine student models released by the state on the same question. Select 3-5 samples and identify the following parts. Label the parts in the margin: answer, evidence, explanation, technical language and thinking used by writers when they talk to each other about writing.</li> <li>Have students rewrite their answer after you have debriefed and examined student samples.</li> </ol>	<p><b>Teaching the “right” answer. There is not a “right” answer. The student writing is scored on the answer students provide, support and explain with clarity and understanding of the elements of good writing.</b></p> <p><i>Instead, take note of the content problems students are having. Address these problems in your daily lessons.</i></p>

## Analyzing Multiple Choice Questions—ELA MEAP Writing

Question #	Type of Question ▪ About the writing ▪ About an error	Key Terms	Where is the answer located?  Did you reread the student sample or did you use your head?	How many options were obviously wrong?	How many options seem right but were wrong.  Did they use the exact words from the student sample?	How did you select your answer?	How did you choose the right answer?  Or what could you do to choose the right answer next time?
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

## TEACHING WITH RELEASED STUDENT SAMPLES

**1. Raise Quality:** Show students how other writers have raised their scores in whole group or small-strategy group lessons.

- Select a single released student sample of the following score points: 2, 3, 4, and 5.
- Choose two samples that are closest to the writing in your room. For example, if most of your students are writing 2s. Select a sample that scored a 2 and a sample that scored a 3. In this way, you will be teaching students just a few things that will move them from a 2 to a 3. These are things they can implement immediately.
- Highlight, underline and name the qualities that raise the score. Look at focus, organization, details, and connection to the theme.
- Ask students to identify spots they might raise the quality of their papers by inserting or cutting. Have them do this work.

**2. Set a Standard:** Review the checklist, assess a response and rewrite.

- Select a student sample that scored a 4.
- Define by pointing out the concrete things a writer does to
  - connect to the theme
  - organize the central idea
  - use details to support the central idea
  - avoid details that are irrelevant to the central idea
- Have students attach a new checklist to their writing. Ask them to highlight/underline evidence that they have accomplished this item on the checklist.
- Ask students to rewrite their response to include the items on the checklist.

## MEAP Narratives Test

Some narratives can be used again and again. You can angle the story by changing the details a bit to make it fit more than one MEAP question. These are MEAP CHAMPION stories.

### Preparing the Left Hand—Your List of Favorite Stories

**Step 1:** Look at one MEAP Writing for Knowledge and Experience question. Identify the theme of the question and key words in the option.

**Step 2:** List stories that might fit the question. Title them and put them on your left hand.

- stories I have told or written before
- stories about me
- stories about people I know
- stories about people I have read about

**Step 3:** Select a story that is the best fit for the question. This story will have a focused central idea that connects to the theme.

## NOW TAKE THE MEAP NARRATIVES TEST



*Can you use this story for more than one MEAP Question?*

**Step 1:** Look at a second MEAP Writing for Knowledge and Experience question/prompt. Identify the theme of the question and key words in the option.

**Step 2:** Can you use your favorite story to answer this question? What details would you have to add or change to make it fit?

**Step 3:** Are there other stories on your hand that would fit this question? What details would you have to add or change to make those stories fit?

**Step 4:** Try this same process with a third MEAP Writing for Knowledge and Experience Question.

**Step 5:** Do you have any MEAP Champion stories? Do you have any stories that can be angled to fit 3 different prompts?



### Suggested MEAP Preparation Calendar: September and October Calendar

1 LABOR DAY	2 Create a classroom community and turn-and-talk partnerships. Tell stories about important people, places and things. Write and read a few stories. Do this to enable students to see themselves as a writer and to remember more and more stories that are important to tell.	3	4	5 Write a memory to assess student's ability to tell a story. Sort into 3 piles: lists, sense of story and complete story.
8 First 10 Reading _____	9	10	11	12 _____→
15 _____→	16 First 10 Writing _____	17	18	19 _____→
22 _____	23	24	25	26 _____→ <b>MEAP PREP ENDS</b>
29 Second 10 Reading _____	30	1	2	3 _____→
6 _____→	7 Second 10 Writing _____	8	9	10 _____→
13 _____→	14 _____→	15 <b>MEAP TESTING</b>	16	17
20	21	22 <b>MEAP TESTING</b>	23	24
27	28	29 <b>MEAP MAKE-UP</b>	30	31

## **Resources for Additional Support**

Calkins, Lucy

- *The Teacher's Guide to Standardized Reading Tests*
- *The Art of Teaching Reading*
- *The Art of Teaching Writing*

Lane, Barry

- *After the End: Teaching and Learning Creative Revision*